

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

19	Elementary schools (includes K-8)
5	Middle/Junior high schools
3	High schools
	K-12 schools
27	TOTAL

2. District Per Pupil Expenditure: 6904

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	155	166	321
1			0	8	158	134	292
2			0	9	146	163	309
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							922

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
10 % Asian
19 % Black or African American
26 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
44 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 23 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	89
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	119
(3)	Total of all transferred students [sum of rows (1) and (2)].	208
(4)	Total number of students in the school as of October 1.	924
(5)	Total transferred students in row (3) divided by total students in row (4).	0.225
(6)	Amount in row (5) multiplied by 100.	22.511

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 69

Number of languages represented: 27

Specify languages:

Amharic, Arabic, Bengali, Cantonese (Chinese), Cebuano, Ewe, Farsi (Persian), French, Gujarati, Hindi, Korean, Krio, Laotian, Luganda, Malay, Malayalam, Mandarin (Chinese), Nepali, Pilipino (Tagalog), Samoan, Shanghai (Chinese), Somali, Spanish, Telugu (Telegu), Tiwa, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 487

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>5</u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>63</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u> </u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>82</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	97%	97%
Daily teacher attendance	96%	96%	95%	96%	96%
Teacher turnover rate	4%	4%	4%	3%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Central Junior High is located in the heart of the fifty-one-year-old Hurst-Euless-Bedford Independent School District in the center of the metroplex area between Dallas and Fort Worth, Texas. HEB ISD is a district with two large 5A high schools and five junior highs, with Central being the only junior high in the district that feeds both high schools. Since its inception in 1965, Central has changed from a campus that served a mostly English speaking, white, affluent community to a richly diverse population with a fifty-two percent rate of economically disadvantaged population. According to demographic data recorded in 2009, twenty-eight different languages were spoken in the homes of our learners, with 352 of our 930 families living in apartment complexes rather than single family homes.

Central Junior High's success can be attributed to understanding the effects of this demographic shift in the student population and adapting to meet their needs. Through our training in Dr. Ruby Payne's philosophy outlined in *A Framework for Understanding Poverty*, we now perceive why many of the students who come through our doors see education as an abstract concept and not as a means to a brighter future. Often aggressive or inappropriate behaviors and negativity reflect survival strategies in their world. We neither condemn nor excuse these attitudes. Instead we teach them the "hidden rules" of functioning in a middle-class society. Our system at Central Junior High provides the rules, structure, and relationships needed for our students to succeed. We are a "no-excuses school in a not-my-fault world."

Central Junior High is unique in that we truly embrace our international student body through our World Languages program. We are one of two 7th grade programs in the nation to offer Hindi and one of a handful to offer Mandarin Chinese. Our campus has its own international specialist, Bhavani Parpia, who coordinates the International Business Initiative (IBI), an innovative program which unites the study of Asian languages with a global focus. She seeks ways to promote 21st Century skills, languages, and global awareness among all the students at Central Junior High. In keeping with this spirit of universal understanding and compassion, our International Club participates in humanitarian efforts to relieve suffering and provide aid to victims of world-wide hunger and natural disasters.

Central's commitment to morals, knowledge, self-control, and perseverance is the foundation for the honors that have been bestowed upon us. In the past five years, the campus was awarded "Just for the Kids" recognition in 2008, named a Texas Monthly Magazine School, received a 2009 recognition as an Honor Roll School, and achieved Recognized status in 2009 by the Texas Education Agency. In addition to receiving a comprehensive academic background as evidenced by these honors, our students have been enriched through our award-winning fine arts department. The orchestra, band and choir programs give students a creative outlet that develops leadership skills, builds self-esteem and provides many of our students with scholarship and career opportunities as well as a life-long appreciation of the arts. Through fundraisers and the generosity of some donors, money is raised for instruments, private lessons, and uniforms, so that no student is ever turned away from these programs due to low socio-economic status.

In keeping with our mission statement, the faculty and staff of Central Junior High are committed to developing a sense of community focused on the overall achievement of our students with emphasis on academics, safety, and character development in order to empower them for a lifetime of success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Central Junior High administers the Texas Assessment of Knowledge and Skills (TAKS) in the spring of each year to measure student academic success. This criterion-referenced state assessment is used to measure student achievement and is the basis of state accountability ratings. Seventh graders are tested in mathematics, reading, and writing. Eighth graders are tested in mathematics, reading, science, and social studies, and ninth graders are tested in reading and mathematics. In order to be proficient on these assessments, a student must have a scale score of 2100, while a scale score of 2400 denotes achievement at the commended level.

Central Junior High has a diverse population. The demographic profile for 2008-2009 showed the campus to have 930 students enrolled with 37.3 % at risk, 53% economically disadvantaged, 7.5% limited English proficiency(LEP), 5.1% English as a second language(ESL), 11.7% gifted and talented, 7.8% special education, 1.2% American Indian/ Alaskan, 10.1% Asian Pacific, 21.5% African American, 25.3% Hispanic, and 41.9% white.

A five-year trend analysis of student assessment at Central Junior High shows steady growth in the number of proficient students in reading, writing, math, social studies, and science in all grade levels. However, the increase in the number of commended students in all subjects validates the school's rigorous curriculum and commitment to have a differentiated curriculum so that all learners from struggling to gifted are challenged.

Overall reading achievement has climbed into the upper ninety-percent range over the past five years, with the largest gains in proficient students being noted among African Americans and LEP students. African American students progressed from 82 percent to 98 percent in the 7th grade, 74 percent to 98 percent in the 8th grade, and 75 percent to 98 percent in the 9th grade. LEP students progressed from 60 percent to 78 percent in the 7th grade, 44 percent to 81 percent in the 8th grade, and 33 percent to 83 percent in the 9th grade. Central's reading commended scores for all populations have also risen from 31 percent to 47 percent during this same time period. In 7th grade writing, the largest proficient gain was in our Hispanic population with students moving from 83 percent to 97 percent in the five year period. The commended scores for all populations went from 29 percent to 50 percent in 7th grade writing.

Significant gains have been noted in math scores in all three grade levels between 2005 and 2009, with overall achievement in the ninety-percent range. The largest gain in proficient students in the 7th grade was in the Hispanic population. They increased from 59 percent proficient to 94 percent. In the 8th grade the largest percentage growth was also in the Hispanic population with growth from 48 percent to 87 percent, and the 9th grade showed a gain from 33 percent to 86 percent in the African American population. All three grade levels had an average jump of 50 percentage points in LEP populations during the five-year period. Commended scores for all populations in math also increased from 18 percent to 35 percent during this same time period.

Information regarding the state assessment system can be found at the following website:
<http://ritter.tea.state.tx.us/perfreport/aies/2009/>

2. Using Assessment Results:

Our data-driven instruction provides the framework for increased student success at Central Junior High. In order to reach the goals set for our students, we utilize assessment data to understand and improve student and school performance. Student performance data is collected using benchmark tests for all subjects measured by the Texas Assessment of Knowledge and Skills. An excellent diagnostic resource is the data provided through ADM (ASE's Data Management program). Teachers and administrators disaggregate the

students' results and communicate them through charts and graphs displayed in the classroom as well as bi-monthly progress reports sent home to parents. Using the Continuous Improvement Model, teachers and students study the results and create a plan for future success. The item analysis portion of the ADM data allows teachers to focus on specific, content-related skills to improve performance and continue academic growth. Each department meets with the principal to assess instructional success or failure and individual student success or failure. After identifying the students who are not achieving "mastery" levels, the teacher individualizes teaching strategies for those students. These might include tutoring before or after school, directed questioning strategies, and motivating students to take ownership of their academic growth. The benchmark test results are also utilized to give students who need additional instructional time in a specific subject another class period to receive specialized intervention. For example, a student who is not mastering the required math skills will receive another period of math instruction in place of an elective class. Students who are also deficient in basic skills such as fractions, decimals, or long division may receive a third class period of math instruction until these foundational skills are mastered. This added instruction time during the school day can accelerate a student's learning to reach grade-level standards and improve achievement. These additional classes are available in math, reading, science, social studies and 7th grade writing.

3. Communicating Assessment Results:

Communication is a key factor in the success of Central Junior High School. A variety of methods keeps the parents, students and community informed about our data and performance throughout the school year.

Through our Continuous Improvement Model, results are shared and examined with students. Data is displayed through bar graphs, charts, tables and stem/leaf graphs. Students are made aware of their performance and how it compares to other students as well as other schools in our district. Teachers and students then formulate a plan to improve the learning process in the future. When expected assessment results are not achieved, parents are encouraged to conference with teachers to discuss remediation. During this conference, parents are reminded of all the avenues of school communication, such as the daily homework posted on each teacher's website, thus empowering them to be an active participant in their child's education. Parents also have access to their child's current grades through an online program. The Pinnacle Internet Viewer enables parents and students together to review progress on assignments, tests, projects and benchmarks. Bi-monthly progress reports are sent home with students to review with their parents. Communication is also available through our teacher email addresses on our campus website.

Central provides assessment data to the community through involvement in the following district publications:

Making The Grade - the district's online community newsletter

School Backpack – the monthly e-newsletter for subscribers

The B-Line – e-newsletter from the superintendent's office

Northeast Times – a monthly community newspaper

4. Sharing Success:

Hurst Euless Bedford ISD fosters a spirit of sharing and collaboration among all the disciplines within our district and beyond to state and national levels. Just as Central Junior High has benefitted from the exemplary ideas and methods of others, we also eagerly share successful units, strategies, and best practices through on-line curriculum, local and national presentations, innovative world languages programs, student teachers, and campus visits from other school districts and universities.

Several members of the Central Junior High staff have collaborated on the writing of the district's on-line

curriculum in the areas of special education, English, science, and math. Other Central teachers have contributed exemplary lessons which are embedded within this curriculum, and many have presented their ideas during content-specific district staff development meetings throughout the year. One of our teachers helped create and teach the Read Write Connection, a summer program which trains teachers to be better writers and thus better teachers of writing. As a Friend of Core Knowledge, Central has presented at their national conventions and published a unit, “Voices of the Holocaust: A Message of Hope,” which is still on their website.

Our district language arts coordinator has filmed some of Central’s English classes to provide examples of creative lessons and classroom management for future teachers new to the district. We have also welcomed many student teachers in various disciplines from neighboring universities. Working alongside Central teachers as they mentor and teach our diverse population with such devotion and success is a great training ground for any new educator.

Central Junior High has a diverse world language staff that aggressively recruits students from all over the metroplex and pursues federal and state grant opportunities to continue sharing these unique language and cultural programs.

For the benefit of all students, Central will remain committed to learning from the best practices of others as well as sharing our own successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Central Junior High's curriculum is the cornerstone of an education for which college and career readiness is the nonnegotiable goal for all learners. High standards are achieved by differentiating curriculum so that all learners, from struggling to gifted, are challenged and moved purposefully toward readiness for post-secondary education and career training.

Our learners' comprehensive educational experience is based on the Texas Essential Knowledge and Skills or TEKS. In each subject area the district's teacher-generated curriculum is implemented to guide all levels of instruction. Through behavioral intervention, basic daily living skills, gifted and talented, pre-advanced, and content mastery classes, our curriculum meets the diversified needs of our learners which encompasses those with physical, emotional, and intellectual challenges. Central's hallmark is a faculty committed to bringing learners, no matter where they fall in Maslow's hierarchy of needs, to the level of self actualization where successful learning can begin.

English Language Arts classes integrate all components of the curriculum in order for students to become critical readers and writers. Our aligned curriculum includes literature from diverse cultures and varied genres, so that students encounter many styles of writing and rhetorical purposes to engage, analyze and argue. The vocabulary and grammar instruction provide the tools to analyze literature and create effective written products for a variety of purposes. Our teachers empower students with the knowledge that words are tools, and Central students know how to use them to communicate effectively.

The math curriculum offers regular math (Grades 7, 8, and 9th grade Algebra I) and Pre-Advanced Placement courses (Pre-AP Enriched 7th, Pre-AP 8th Algebra I, and Pre-AP 9th Geometry). At all levels, instruction includes a discovery/inquiry approach with authentic and contextual applications. Engaging hands-on learning strategies and technologies help students navigate the rigorous online curriculum and successfully reason and communicate mathematically.

The social studies curriculum at Central Junior High consists of Texas and U.S. History, World Geography and Pre-AP World Geography. Innovative practices such as podcasting and the "History Alive" approach not only embrace the district's curriculum but engage the students as well. Within the social studies' classroom, students are actively learning through role playing, group exercises, individual and group projects and other cooperative learning techniques. Our focus is to develop informed, responsible citizens who understand their world as well as their neighbors.

Science instruction at Central Junior High is an inquiry based curriculum focusing on process skills and "hands-on" laboratory activities that challenge students to develop problem solving strategies and become proficient in the use of the scientific method. Eighth grade students are further enriched through the opportunities offered in the rigorous Pre-AP/IB courses. These advanced studies are continued in the ninth grade where students begin their studies in Pre-AP/IB Biology. Other 9th graders continue their adventures in science through Integrated Physics and Chemistry.

The electives offered at Central provide our students with an opportunity to develop culturally, physically and artistically. Over forty percent of the student body studies foreign language. Language curriculum consists of Spanish and French, which are available for high school credit, and the exclusive Hindi and Mandarin Chinese, where learners are given an opportunity to understand international diversity and experience the speaking, writing and reading of a foreign language. Central's fine arts department has been recognized for excellence throughout the state. The 350 member band was named the top junior high band in Texas by the

Texas Music Educators Association, the 300 member choir has received the highest number of sweepstakes trophies in the BBB category in the state of Texas, and the 100 member orchestra has received a sweepstakes award every year since its inception five years ago. The Central Spartan “One Heartbeat” has been the mantra of the athletics department which has fostered a spirit of community on and off the field.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Central Junior High’s language arts curriculum is at the heart of our learners’ over-all educational experience. We stress to our students, from struggling to gifted, that often the written word will be the first impression they will make on a future employer or a university’s office of admissions. By utilizing authentic reading and writing tasks, the students become more critical readers and writers whose words not only communicate their ideas effectively, but with all the voice, tone and passion they want to convey. Our aligned curriculum incorporates multicultural literature from varied genres and gifted authors. We focus on the analysis of each author’s craft through annotation of the text and the expression of these insights through discussions and writing.

In keeping with the belief that students will rise to the level of expectation, our curriculum is never “watered down” for English language learners or any challenged readers. Instead, through small-group instruction or additional reading classes, grade-appropriate skills are taught along with strategies needed to enable struggling students to access grade-level literature and learning. Due to the aspect of student ownership inherent in the district’s Continuous Improvement Model, learners are more motivated to work on skills they deem necessary. Students chart and analyze their own data from formal and informal assessments, targeting areas of strengths and weaknesses. They become quite adept at determining why a particular question or concept proved difficult and how they can improve. Like stockbrokers on Wall Street, students are constantly checking the charts for their statistics and standings. Central Junior High students are proud of their success and monitor their progress in order to maintain a high standing in the district.

3. Additional Curriculum Area:

Central Junior High’s mathematics department provides all students with a high-level, comprehensive math education. Trend data shows significant improvement in all student groups over the past five years, with most subgroups showing a 20-30 point increase in passing rates. The Texas Essential Knowledge and Skills and College and Career Readiness Standards are the basis for the vertically aligned curriculum that is provided online. Fifty-minute classes utilize the inquiry approach through the Connected Math Project in grades seven and eight and Carnegie Learning Cognitive Tutor for Algebra I. Problem-solving situations with real-life contexts are embedded throughout the curriculum. Functional relationships are emphasized in order to support algebraic success at Central Junior High and in the years to follow.

A variety of engaging strategies such as concrete manipulatives and models connected to abstract concepts are used to build conceptual understanding. Algebraic relationships and geometric concepts are modeled through the incorporation of graphing calculators and computer-based software. Smart Technology interactive white boards and remote collection devices are utilized to engage students in games and activities that build understanding of math procedures and applications. Authentic higher-level questioning motivates students to think and talk about mathematics.

Benchmark assessments are administered each six weeks. Teachers AND students then chart the data to determine strengths and weaknesses and set instructional goals and targets. Students with learning gaps are given extended math instruction through additional math classes, which provide more in-depth instruction of the regular curriculum. In addition, the LEP Initiative teams have developed interactive language strategies that are incorporated into the existing lessons. Accelerated math instructional lessons are used in tutoring groups both during and after school.

At Central Junior High, we believe that all students need to be empowered to think, reason, and communicate mathematically. Only then will they develop into life-long problem solvers and learners.

4. Instructional Methods:

The instructional methods at Central Jr. High are varied and include the Continuous Improvement Model which focuses on the needs of our students. Our campus population reflects many diverse subgroups whose instructional needs vary greatly. The goal of our differentiated instruction is to ensure that our students are successful and are working to their full potential.

The ESL (English as a Second Language) program works closely with our limited English proficient students in small, multi-level classes. The ESL teachers work diligently with these students to help them overcome language barriers and ultimately achieve their academic goals.

Emphasis on vocabulary instruction in the classroom facilitates the students' ability to communicate using the language of the discipline. For example, our math department created a power point vocabulary presentation specifically for our ESL learners.

Special education students receive individualized instruction in the classroom and in our C.A.L.L. (Central Academic Learning Lab). The lab allows students to receive one-on-one content instruction and specific help with classroom assignments. Classroom teachers modify instruction as prescribed in each student's individual education plan.

Students who struggle with TAKS-related skills in reading, math, science or social studies are required to complete a TAKS preparation class which exposes them to more practice and specific strategies to bridge the gap in their understanding and achievement. The Accelerated Math Instruction (AMI) and Accelerated Reading Instruction (ARI) are intervention programs that supplement classroom lessons and activities in a four-stage process. Specific skills are targeted based on assessment results and teacher observations.

Central Jr. High also offers its students an opportunity for extra academic assistance through a tutoring program. Certified teachers are available before and after school every day to assist students who are struggling in an academic area.

5. Professional Development:

Professional development at Central Junior High is focused on training all staff to work with a diverse population and raise student achievement. The Hurst-Euless-Bedford Independent School District has established a framework for professional development that coordinates with the HEB ISD District Plan. Each grade level has a five-year teacher planning profile for language arts, math, social studies, and science. Central teachers have been trained in Read Write Connection, Connected Math Project Investigations, History Alive, and E=MC² Inquiry Labs through this profile. Further, all teachers are required to attend seventy-two hours of general best practices training in continuous improvement, cooperative learning, non-linguistic representations /thinking maps, questioning strategies, sheltered instruction and forty developmental assets. Through this training Central teachers have learned to use student input to set goals aligned with the TEKS, plan instructional lessons, record data, study results, and act upon those results. Central's Goal Team then uses this data each year in writing the campus improvement plan to raise student achievement. In addition to the framework requirements, the content coordinators for the district plan two days of content-driven professional development each year, and the campus principal is responsible for additional training for the faculty during staff development days throughout the year.

6. School Leadership:

The overarching purpose of Central Junior High School is to have a high-achieving student body that operates in a safe environment. The principal must be the entity responsible for making safety and achievement the ultimate goal and not accepting ANY EXCUSES for failure. It is optimal that the staff and principal have a shared vision of the success desired; however, the principal is responsible for forming the vision and facilitating commitment to this vision by the staff. A "servant leader" model is an effective approach, wherein the principal serves the teachers in instructional activities, classroom management, and facilities operation, thus serving students as well. When teachers are supported in this manner, they impact their students in an even greater way. Being a servant leader does not impair or reduce the need for the principal to enforce building policies, exemplary teacher standards, and student discipline. It can be necessary to redirect or remove any individuals from the school family who cannot or will not meet the standards necessary to be a safe, high achieving school. Even though this is not pleasant, it is the unequivocal requirement of a servant leader. Staff failure to meet campus expectations is a failure of the servant leader concept. When a principal serves teachers with assistance, support, and consistent expectations, the teachers can then best serve the needs of their students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	86	77	72	72
Commended	28	35	21	14	17
Number of students tested	266	281	246	223	211
Percent of total students tested	89	91	95	93	95
Number of students alternatively assessed	19	18	13	21	23
Percent of students alternatively assessed	6	6	5	7	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	88	87	77	65	62
Commended	17	17	16	4	7
Number of students tested	144	160	128	106	101
2. African American Students					
Met Standard	89	89	74	65	56
Commended	21	20	7	6	6
Number of students tested	52	65	55	50	34
3. Hispanic or Latino Students					
Met Standard	94	86	74	60	59
Commended	14	18	11	10	8
Number of students tested	73	80	54	59	49
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
Met Standard		82	50		
Commended		11	6		
Number of students tested		17	16		
6. Largest Other Subgroup					
Met Standard	91	94	95	85	80
Commended	30	43	29	17	20
Number of students tested	121	131	126	121	118

Notes:

#6 Other Subgroup is White

Subject: Reading Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	91	93	89	88
Commended	38	44	35	23	24
Number of students tested	262	279	244	218	209
Percent of total students tested	88	90	94	90	94
Number of students alternatively assessed	21	18	16	26	25
Percent of students alternatively assessed	8	5	6	9	10
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	92	93	90	80	85
Commended	27	28	25	11	15
Number of students tested	142	160	124	102	102
2. African American Students					
Met Standard	98	83	92	87	82
Commended	27	27	21	10	20
Number of students tested	51	64	53	48	35
3. Hispanic or Latino Students					
Met Standard	85	85	85	79	79
Commended	27	28	21	9	22
Number of students tested	73	80	53	56	48
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
Met Standard		84	60		
Commended		6	6		
Number of students tested		17	15		
6. Largest Other Subgroup					
Met Standard	95	97	97	94	92
Commended	35	55	46	36	29
Number of students tested	120	130	126	120	116

Notes:

#6 Other Subgroup is White

Subject: Mathematics

Grade: 8 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2003

Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	91	78	73	73
Commended	40	29	23	17	18
Number of students tested	271	242	234	217	218
Percent of total students tested	91	87	87	87	91
Number of students alternatively assessed	22	24	21	20	15
Percent of students alternatively assessed	7	8	7	8	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	86	86	65	63	58
Commended	30	17	11	8	13
Number of students tested	137	129	102	99	99
2. African American Students					
Met Standard	89	82	61	45	55
Commended	20	10	13	5	8
Number of students tested	56	57	55	38	36
3. Hispanic or Latino Students					
Met Standard	87	86	67	60	48
Commended	26	19	14	7	9
Number of students tested	72	58	56	46	46
4. Special Education Students					
Met Standard				70	
Commended				10	
Number of students tested				10	
5. Limited English Proficient Students					
Met Standard	71	60	43		
Commended	12	0	0		
Number of students tested	17	15	14		
6. Largest Other Subgroup					
Met Standard	97	97	90	84	84
Commended	49	41	30	22	24
Number of students tested	122	111	117	115	121

Notes:

#6 Other Subgroup is White

Subject: Reading

Grade: 8 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2003

Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	96	94	87	88
Commended	67	64	51	38	44
Number of students tested	276	247	233	214	218
Percent of total students tested	92	88	87	86	91
Number of students alternatively assessed	19	26	21	19	14
Percent of students alternatively assessed	6	9	7	6	5
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	96	93	88	78	80
Commended	57	50	32	23	27
Number of students tested	136	132	99	100	100
2. African American Students					
Met Standard	98	92	92	73	74
Commended	57	41	36	23	28
Number of students tested	54	24	53	39	36
3. Hispanic or Latino Students					
Met Standard	94	91	89	75	78
Commended	55	50	32	25	22
Number of students tested	74	58	56	48	45
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	81	56	71		
Commended	31	31	14		
Number of students tested	16	16	14		
6. Largest Other Subgroup					
Met Standard	99	99	98	92	96
Commended	75	80	67	50	54
Number of students tested	124	118	117	110	122

Notes:

#6 Other Subgroup is White

Subject: Mathematics

Grade: 9 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2003

Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	81	77	75	61
Commended	38	30	24	20	19
Number of students tested	234	218	222	226	218
Percent of total students tested	86	85	95	95	94
Number of students alternatively assessed	26	27	16	13	20
Percent of students alternatively assessed	9	11	6	5	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	88	72	72	65	51
Commended	26	15	12	12	6
Number of students tested	119	107	112	105	82
2. African American Students					
Met Standard	86	71	70	53	33
Commended	20	16	11	2	3
Number of students tested	55	55	47	50	29
3. Hispanic or Latino Students					
Met Standard	88	76	63	65	50
Commended	22	16	12	13	2
Number of students tested	54	57	49	48	47
4. Special Education Students					
Met Standard					50
Commended					10
Number of students tested					10
5. Limited English Proficient Students					
Met Standard	75			64	20
Commended	0			9	0
Number of students tested	12			11	10
6. Largest Other Subgroup					
Met Standard	94	85	84	84	66
Commended	47	35	32	26	25
Number of students tested	118	115	113	123	126

Notes:

In 2007-2008 no special education students took the TAKS test.

#6 Other Subgroup is White

Subject: Reading

Grade: 9 Test: TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Edition/Publication Year: 2003

Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	98	96	92	96	88
Commended	34	51	26	28	24
Number of students tested	231	225	223	225	223
Percent of total students tested	85	88	96	95	96
Number of students alternatively assessed	27	23	17	11	21
Percent of students alternatively assessed	9	9	7	4	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	97	91	88	92	85
Commended	23	34	17	17	14
Number of students tested	120	108	110	101	81
2. African American Students					
Met Standard	98	92	83	94	75
Commended	14	35	22	10	17
Number of students tested	56	21	46	48	29
3. Hispanic or Latino Students					
Met Standard	94	89	85	88	85
Commended	29	34	22	21	13
Number of students tested	52	56	49	47	46
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	83			70	30
Commended	0			0	10
Number of students tested	12			10	10
6. Largest Other Subgroup					
Met Standard	99	99	97	99	90
Commended	40	56	31	36	28
Number of students tested	120	116	112	121	130

Notes:

#6 Other Subgroup is White